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THE JUNIOR HIGH SCHOOL CLEARING HOUSE
Eight Times a Year
Excluding the Summer Months
To be entered as second class matter at the
postoffice at Sioux City, Iowa,
under act of Aug. 24, 1912.

A PAGE FOR PROSPECTIVE CLEARING HOUSE MEMBERS.

The Junior Clearing House is a determined effort to give *one good year* of real vigorous study to the Junior High School problems.

Are 100 Junior High School thinkers doing the same grind as the rest of us to discover what is good? All teachers, all principals, all superintendents and all school systems which are working as single entities should consider the Junior High School from the standpoint of state and national projects. The Clearing House furnishes to its patrons contributions, suggestions, and experiences which could not be collected individually for several hundred dollars, if at all.

Every member of the Clearing House is privileged to contribute his ideas, suggestions, etc., to the central office (1520 Morningside Ave., Sioux City, Ia.) and in return should be willing to answer promptly any requests for information—even in some cases to edit or prepare articles greatly desired by some of its members.

The membership fee is \$2.00. No assessments or other expense can be placed upon members.

It is an attempt to centralize for one year all possible experience and thought concerning the training of children in the "Intermediate" or "Junior High School." It proposes to distribute the benefits of every Junior High summary, investigation, or questionnaire which has been of use to a school or any individual in any way—so that every other school workman may get the result. Advertisements are omitted in order to save space.

It is not a money making proposition; any balance left after one year shall be turned over to the N. E. A. to be used in progressive educational projects. The individual personally responsible for its financial condition and success is S. O. Rorem, Principal of the East Junior High school, Sioux City, Iowa, under the direction of the sponsors named on cover. The Clearing House is to terminate at the end of one year from March, 1920. During this year

eight bulletins of 36 to 60 pages are guaranteed.

The Clearing House is open to everyone who decides to give or receive its good results. Each member and friend is asked to see to it that every one in his school who should be a member is urgently invited to be one.

Respectfully submitted,

S. O. ROREM,

Manager, Junior High Clearing House.
1520 Morningside Ave., Sioux City, Iowa.

..... 1920.

Enter my name on the membership lists of the Junior High Clearing House, which entitles me to representation in discussions, to all publications, and to all service that may be undertaken by The Clearing House under direction of well known educational thinkers who shall act as sponsors. I inclose Two Dollars (\$2.00) for membership from January 1, 1920 to January 1, 1921, upon the above conditions.

Street

Signed

City State.....

**JUNIOR HIGH CLEARING HOUSE AT THE NATIONAL
EDUCATION ASSOCIATION, SALT LAKE
CITY, JULY 2 TO 10.**

Clearing House members have a right to get direct information concerning the policies. For that reason an attempt will be made to secure desk space at or near the N. E. A. Headquarters. In case you wish your friends to look us up, we shall be pleased to be of all possible assistance to them. We shall have at hand a few copies of Bulletin No. 3 for distribution, and will have a very few file copies of No. 1 and No. 2 for them to glance through in case they care to. If you are attending the conference yourself, bring with you any Junior High School information, such as Courses of Study, school papers, contributions by your school toward the Junior High movement and other information you consider of definite value or remote interest. Do this in the interest of all the Junior High Schools of the United States.

COMPLIMENTARY LETTERS.

It may not be immodest to state that the complimentary sentences received from members and prospective members could fill a large part of an issue. We are intentionally leaving out every such reference because the space is needed for general information. This statement is made as a blanket letter to all those who have been kind enough to express their appreciation of the meager success shown in the first, second and third Bulletins. We suggest that our friends pass on their kind remarks to all their acquaintances, who are in any way concerned in Junior High school class work or administration.

We thank you!

We have just received a mimeographed copy of the Munhall (Penn.) Junior High School paper which shows some of the activities of the school. It will be of interest to all Junior High Schools to read the list:

Assembly Address on "Citizenship"; Baseball Games;

Eighth Grade Play; Collection of Pictures of Poets and Writers; Assembly Singing; Talk by Outsiders to Geography Classes; Spelling Contests; Good Reading Contests; Basketball Games.

CHANGE OF ADDRESS.

Be sure to notify the "Junior High Clearing House" if you are planning to be in a different school next September. Unless we receive the change of address, we are sure to mail your copy to the old address as we now have it. We recommend the use of a postal card for the change of address as being more suitable for filing.

The next issue of the Clearing House will appear sometime in September, about the last week of the month.

We are reserving about 100 copies of the May issue (this one) for those who may take out membership later. The May issue alone is worth half the membership fee. The five numbers of the next school year will try to follow out the recommendation of the sponsors as printed in this issue.

Every instructor in junior high courses in every University giving such instruction this summer will be asked to join the members in gaining from summer classes the ideas upon various phases of the junior high school enterprise. Blanks will be printed and furnished free to instructors in large enough quantities that instructors may keep duplicates of the work presented to them by their classes. These class groups will be made up of superintendents, principals, and teachers who are in those classes for a purpose. They will be willing (as no other group could be) to contribute the best they have thought and experienced for the good of the cause. If the plan carries out to twenty-five per cent of the anticipated results, enough good contributions will be at hand to make the succeeding five bulletins worth five or ten dollars each to junior high school folk. Membership remains at \$2.00.

The "Junior High Clearing House" wishes to announce receipt of lists of schools and special information from the State Superintendents of Schools of Maine, Florida, Georgia, Mississippi, Ohio, Kansas, Oklahoma, Iowa, Idaho, New Hampshire, Minnesota, California, Kentucky, and several others which may have been omitted in this statement. The material at hand is growing in volume and will continue to grow. Members should see to it that every available bit of information concerning Junior High Schools is brought together for the use of the "Clearing House"; and, consequently, it will be at the disposal of all members.

CALIFORNIA—The law of this state makes no provision for Junior High School. We do not legally know that school organization. We have what is called the Intermediate school or class which corresponds with the Junior High School, I think. We have a Junior College which is at the other end of the high school.

Cities and union high school districts may establish the Intermediate school. Many of them have done this. But this school is a sort of clothes pin to use in connecting the grammar and the high school. The intermediate is two-thirds grammar and one-third high and is so reported—the 7th and 8th grades being reported as grammar school attendance and the 9th grade being reported as a part of the high school. So that this office has no real information on this kind of school—in fact, it is not a school, but a class of two schools.

Yours very truly,

JOB WOOD, JR.,

Deputy Supt. Pub. Inst

OKLAHOMA—We have only five strictly Junior High Schools in Oklahoma, complying with the definition of Junior High School of Secondary Schools. We have about one hundred fifty schools planning Junior High School work next year.

We are working out a course of study for smaller high

schools to be called Junior High Schools in districts financially unable to attempt the full twelve years of work.

Very truly yours,

M. A. NASH,
Chief High School Inspector.

MASSACHUSETTS — Under separate cover I am sending you my report on high schools for 1918 which contains on page 24 a list of cities and towns maintaining junior high schools, or near junior high schools. As a matter of fact comparatively few of these schools conform to any complete or rigid definition which might be set up for the junior high school.

In my report for 1918 you will find on pages 25 to 27 material on time allotments in junior high schools, and in my report for 1917 you will find material on pages 44 to 54 relating to the same subject. I presume you have the report of the High School Masters' Club of Massachusetts on the junior high school, published by D. C. Heath and Co., price 15 cents.

I am enclosing a list of the bulletins of the Commission on the Reorganization of Secondary Education. I presume you are familiar with these bulletins. The Commission, as you doubtless know, includes the junior high school in its study of secondary education. The bulletin on the teaching of community civics is adapted specifically to junior high schools as is also nearly half of the material in the bulletin on the reorganization of English.

I am enclosing a copy of the program of our Conference of Junior High School Administrators. This was the first state conference of its kind in this state. In connection therewith I am sending you a copy of resolutions which were unanimously adopted. We expected an attendance of perhaps 100, but instead had nearly 300 persons present. The interest was very great. In fact it was one of the best conferences ever held in this state.

Sincerely yours,
CLARENCE D. KINGSLEY,
Supervisor of High Schools.

NEVADA—At the present time there are no Junior High Schools in the state of Nevada. I think that within the next year or two this desirable form of high school organization will be under way in this state.

NEW JERSEY—The Junior High Schools in New Jersey—or as we call them, Intermediate Schools—are Trenton, Montclair, Red Bank, South Amboy, Newark. The Intermediate School includes grades 7, 8 and 9.

We have no printed material at present, except that contained in the Annual Report of this Department, which relates to the Intermediate School.

The Intermediate School was discussed by this Department for the first time officially in 1912. We have the schools indicated above—each of which represents a distinct type of organization. It has been our policy to assist in the development of these differing types of organization.

Before entering upon a state-wide campaign for the general adoption of the plan, as a matter of procedure, we do not recognize the possibility of an Intermediate School, other things being equal, unless there are at least one hundred pupils enrolled in the 7th and 8th grades. All approved Intermediate Schools must be in a district which maintains a minimum of twelve years of work.

I shall be glad to give you any specific information which may not be covered in the above.

Very truly yours,

A. B. MEREDITH,

Assistant Commissioner of Education.

NORTH CAROLINA—I have your letter of May first relative to Junior High Schools in North Carolina. I beg to say that very little has been done in the establishment of junior high schools in this state. Asheville has a junior high school organization. We have no bulletins or information bearing upon this question.

NORTH DAKOTA—The system of the Junior High School in this state is comparatively new. Fargo, Jamestown and Rolla are using the three-three plan and Pembina and Velva are using the six-six plan in their schools, according to the last report of the State High School Inspector. So far we have not a completed list of the schools that have inaugurated the Junior High Schools during the past year. That information can be obtained after the closing of this school year. Many others will inaugurate the plan during the coming year and we will gladly assist you in securing the information which you desire concerning them.

OHIO—We have a junior high school bulletin in the process of preparation and shall be glad to send you a copy of the same when ready for distribution.

VIRGINIA—I am sending you a report of the Education Commission of Virginia, which will give you the present status of the development of the Junior High Schools of the state.

The entire supply of Bulletins One and Two has been mailed out except for the thirty-five file copies which will be bound into complete volumes comprising the eight bulletins.

An attempt was made to get from publishers the list of texts they have to offer junior high schools. The letters were mailed so late, giving little time for consideration, that few responses came. However, those which came under those circumstances are published this issue. If publishers care to take advantage of the offer for the September bulletin they will be privileged to do so. Many requests have been made by Clearing House members for such lists of text books.

LETTERS FROM SPONSORS

I wish to acknowledge your letter of April 17th calling for suggestions relative to the Junior High School Clearing House Bulletin. I think you have made a very good start and am in hopes that the Bulletin will give considerable attention from now on to definite, concrete suggestions that should be considered by all communities interested in the establishment of Junior High Schools.

In my study of this problem during the past four years, which has included two trips east and chairmanship of the Washington State Junior High School committee, I am quite well convinced that a number of schools are operating under the guise of Junior High Schools that should not be classed as such.

It seems to me that a well-rounded out Junior High School with all of its possibilities for studying the adolescent pupil and giving him some pre-vocational guidance is very difficult to operate efficiently with a small school enrollment. Schools of such size should, therefore, hesitate to attempt to do something that is somewhat beyond them. They should select such portions of the Junior High School program that can be operated effectively and efficiently. These points should be pointed out quite clearly so that the Junior High Schools will not be misunderstood.

I am taking the liberty of sending you, under separate cover, one of the sub-committee reports on Organization, Administration and Courses of Study for Junior High Schools in the state of Washington. This report is one of four which are being prepared at the present time. The others will include such subjects as Promotion by Subject, Departmentalization of Work, Eligibility of Teachers, Salary of Teachers, Vocational Guidance, etc. The report that I am sending you is not ready for publication as it will be amended and combined with the other reports when they are completed. I shall be glad to furnish you with a complete report after it is published by the State Superintendent of Public Instruction.

With best wishes to you in your work, I am

THOMAS R. COLE

In my judgment the most important matter for administrators and teachers in the junior high school to consider at this stage is the problem of preparing suitable material for instruction. I think the organization of the junior high school is very largely an effort to change the curriculum of the last two years of the elementary school and the first year of the high school. If we can get new material of instruction properly organized, I think we shall do the work of this institution as it ought to be done.

There are some other phases of the junior high school organization that doubtless need attention. The social activities of children of this age are matters of a good deal of importance, but I should be disposed to include these also in the statement made above as to the curriculum.

I think that if we could set up some means of co-operation between various members of junior high school faculties, we should be accomplishing a large service for our junior high schools.

CHARLES H. JUDD,

University of Chicago.

I received the copy of the March bulletin which you sent me some time ago. It is a real contribution to the Junior High School movement, and I have read it with interest.

I desire to suggest three subjects that I would like to see discussed from a practical standpoint through the columns of the "Junior High School Clearing House." These subjects are as follows:

First, student activities in the Junior High School.

Second, the re-organization of the subject matter in the traditional subjects of grades seven and eight.

Third, Junior High School textbooks.

I call attention to these problems because in my experience they are chief among the real problems of successful Junior High School organization. For, after all, the chief arguments that can be advanced for the existence of the Junior High School are: First, such a plan of organization the better provides for the group interests of

boys and girls in the early adolescent period. Second, the Junior High School makes it possible to so enrich the course of study in grades seven and eight that the subject matter meets the needs of the boys and girls of these grades.

In order that the Junior High School may really provide for the group interest of the boys and girls the student activities must be organized so as to include something of interest and value to every boy and girl in the school. We have attempted to do this in Excelsior Springs in various ways. We have endeavored to have live assemblies for the Junior High School and through these assemblies to develop a strong wholesome school spirit. The club work has been organized along the lines of group interest. For example, this year among our clubs are the following: Junior High School Debating Club, Audubon Society, Folklore Society and Home and Community Club. All students in the Junior High School, grades seven and eight, are required to elect work in one of these clubs. These clubs meet regularly every two weeks and we have found an unusual interest among the students in the club work. In fact, I do not believe that I have ever seen Senior High School students as much interested in club work as are our Junior High School pupils. We have also organized gymnasium and athletic work in the Junior High School so that every student receives regular physical training. The need for such training was emphasized recently in our case by the results of the Health Survey conducted by the U. S. Public Health Service in our schools. This survey showed that 63 per cent of our seventh and eighth grade pupils were under weight—41 per cent of them 7 per cent or more under weight. Seventy-three per cent of the children had poor posture. These results are not unusual in these grades, I am informed.

The enrichment and reorganization of the subject matter in the seventh and eighth grade curriculum has been somewhat hindered by the lack of suitable junior high school text books. Until, however, the junior high school course of study has been standardized to somewhat the same de-

gree that the senior high school course has been standardized, this need will continue to be an aurgent one. The second problem that I want to raise in this letter, therefore, is about as follows: Just what should be taught in English, Mathematics, History, Civics and Geography in grades seven and eight of the junior high school? Should the work in junior high school mathematics be a continuation of the traditional course in arithmetic or should the work be generalized to include some algebra and constructive geometry? In English, what attention should be given to formal grammar and spelling? Should the English course be organized on the same plan as the usual ninth grade English course—five hours per week devoted to Grammar, Composition and Literature? Should a course in Commercial Geography replace the traditional text book course in seventh grade geography? Should not the effort be made to offer a two year course in Commercial Geography, Community Civics, local and national History, and current events? In order to permit of the proper enrichment of the seventh and eighth grade subject matter, what changes are necessary in the content of subjects taught in the first six grades?

I do not care to go into a discussion of the above questions. I have some rather definite ideas, the results of our efforts to reorganize and enrich the work in the seventh and eighth grades of our junior high school. Other men who have gone further than I have in perfecting a junior high school organization have worked out ideas more definite than I have. Would it not be timely to start a department in the "Clearing House" devoted to a discussion of the reorganized and enriched courses in seventh and eighth grade English, Mathematics and Citizenship (History, Civics and Geography)? And, as a necessary part of such a discussion, would it not be valuable to suggest the type of text book needed in these courses?

G. W. DIEMER,
Excelsior Springs, Mo.

Replying to your letter I beg to state that I have received so far only the single bulletin—bulletin No. 1. It is a promising publication.

It strikes me that what we need to do is not to gather opinions, but to accumulate data respecting practices which are or have been carried on in the schools claiming to be Junior High Schools. I think these studies should center about specific problems. For example, if we could take the question of Junior High School mathematics, learn in some way all the kinds of plans which have been tried out respecting the subject, the text books used, the methods of procedure, the conditions under which pupils were pursuing the subject and the results obtained—if we could do all this from 100 Junior High Schools we would have some really good stuff. The same study should, of course, be made with reference to each one of the other Junior High School branches, namely Latin, modern foreign language, English, science, and the various practical arts.

Another study should concern itself with the teachers selected, their qualifications and the efficiency obtained. Do college bred teachers actually prove to be better Junior High School teachers than do those trained in Normal schools?

I think similar studies with respect to unique features of buildings and equipment, the libraries, the social affairs of students, might very properly be undertaken.

In addition to current practices what is needed is experimentation with some untried but promising scheme. It seems to me three or four or more Junior High Schools might very properly, if they would, undertake to carry forward an experiment centering around perhaps the same topics I have just mentioned above and at the end of six months make a positive report of their undertakings.

In these ways and in these ways only, as I see it, are we going to get anywhere.

C.O. DAVIS
University of Michigan.

I submit what appear to me to be some of the problems for Junior High Schools to solve:

What is the best method or system of supervised study especially for those pupils just entering from a school where definite study periods for each subject are provided for in the daily program?

How overcome the irresponsibility so apparent in beginners?

If the class periods are long enough for both recitation and study, what proportion of time should be given to each? How long should a period be?

Should the total amount of time given for English recitations, including reading, literature, grammar, composition and spelling, be the same as for other prepared subjects, or should the periods be of double length?

Which system of physical education is the more successful, military drill and calisthenics, or competitive games between groups or classes? How much credit should be given for physical training? How much time is given daily for it? What is done with or for those pupils who do not care at all for athletics in any form?

Yours very truly,

E. E. HEDBLÖM.

President of Junior High Schools Principals' Association.

There are several questions I should like information on from the Junior High Clearing House.

What is being done with subjects in the eighth grade?

Are they giving new material consisting of new subjects introduced, or are they amplifying on work in the seventh grade, or are they eliminating eighth grade material and starting pupils earlier on their ninth grade work?

Is civics taught in the eighth or ninth grade?

Is general science more common in the eighth or ninth grade?

Does experience justify beginning foreign language in the eighth grade?

Do they require home study? If so, how much in the eighth grade?

These are some of the questions in which I am much interested.

Yours very truly,

WM. PRAKKEN.

CONTRIBUTIONS FROM EVERYWHERE

Gentlemen:

I was very glad to receive a copy of the magazine you publish. It is sure something that can be very helpful to those who are trying to do the work of the Junior High School.

If you wish to know more about the Junior High Schools of the state of Washington, by writing to Dr. Aubrey Douglas, Washington State College, Pullman, Wash., you will get the desired information. He knows more about the Junior High School work in the West than any other individual.

The Junior High School up to the present time, is a sort of intangible something that no one seems to know much about. Every plant known as a Junior High School has its own local problems that determine its policy and plans. It seems to me that it would be almost impossible to find two alike.

The Webster Junior High School is of the commercial sort. We have about 200 students in the 7th, 8th and 9th grades. We have typewriting, shorthand, book-keeping, commercial art, and give a commercial trend to academic subjects.

Sincerely,

C. JAY BOYINGTON.

Webster Junior High, Spokane, Wash.

I am sending under separate cover a directory of our secondary schools, also a bulletin on the junior high school. The latter is likely to be revised within the coming year.

As to your third question, I may say, briefly, that the junior high school is making steady progress in this state. A law passed a year ago by the state legislature recognizes this school as a part of the public school system and defines the sources from which funds may come for its support. Owing to the peculiar conditions of the state, we are likely to have three types of schools; one the junior high school for the small community continuing not

any beyond the second year of the ordinary four year school, the second class the junior high school of the larger town or city organized on the three-three plan or variations, and the third a six year school. A state manual is in preparation which will cover this period of the secondary school system.

I do not know that we have information of special value other than that mentioned in this letter.

Very truly yours,
JOSIAH W. TAYLOR,
Agent for Secondary Education,
Augusta, Maine.

Munhall, Pa.

Enclosed are several sheets which may be of interest, a daily program which in the main is as we now have it, three issues of the bulletin, and several bulletins from my office. Three or four years ago we departmentalized the eighth grade. Two years ago we extended plan to seventh. Pupils pass from teacher to teacher. We have two drawing, music and gymnasium periods for each pupil in addition to his regular class work, none of which is elective.

Promotion is by subject as in high school.

Next year each of the junior high teachers will get \$160 the month for nine months. For some time it has been hard to get the board to see that all teachers are doing same amount of work. The old idea of a seventh grade teacher and an eighth grade teacher has passed.

We claim that the time given to penmanship produces results. In addition to extra amount of regular class instruction in writing each teacher gives special attention to the subject in regular work. We have a system of home reading with school credit which requires each pupil to read eight books and make oral reports to teachers. See Elementary School Journal, January 1919. Each pupil has read the eight books from the approved lists. Many have read more. This seems to answer the demand for directed silent reading.

My own feeling is that never have our pupils received better instruction and more personal attention than under our present plan.

Soon we may add the sixth grade to our present plan, at least in part.

Sincerely yours,
CHARLES R. STONE.

The meeting at Bridgewater was one of the best I have ever attended, but I did not take notes with the idea of making any definite report, simply picked out items in which I was interested.

The chief part of the program was an address by Dr. Briggs of Columbia University on the first afternoon of the meeting. He set forth the general principles on which the Junior High School was built. The rest of the meeting was given over largely to Mr. James M. Glass, principal of the Washington Junior High School in Rochester, New York. He not only discussed the principles of educational guidance, organization of the program of studies, and the socialization of the Junior High School, but he gave very detailed explanations of how these matters were carried on in his own school.

These talks were well illustrated by lantern charts showing the organization in detail, making the whole meeting a very profitable one to anyone interested in Junior High School work.

Very truly yours,
B. D. REMY.

I regret that the city of Boston is not on the map. In your list of Junior High Schools in cities of 100,000 population and over, Boston is not included. We have here eleven intermediate high schools on the 6-3-3 plan and about one-half of the remaining fifty-nine elementary schools on the 6-2-4 plan. I am enclosing a list of the names of the ones on the 6-3-3 plan. By this plan the pupils have only three years in the Senior high school.

If there is any way in which we can be of assistance to you please say the word and we shall be pleased to comply. In the Lewis school we have nineteen classes in the 7th, 8th and 9th grades.

Yours sincerely,
CHAS. C. HAINES, Principal.

THE MAKE-UP ROOM.

MABEL M. WERNER, SPECIAL TEACHER, EAST JUNIOR HIGH
SIOUX CITY, IOWA.

The method of promotion by subjects rather than by grades in Junior High School makes it possible for a pupil to fail in one or two subjects and still go on in the remaining subjects. We consider this a great advancement over the old way of promotion by grades. On the other hand we believe the old way of doing has rather encouraged failure in one subject or more for slower pupils and in no way has encouraged the brighter pupils. The Make-up Room in our Junior High School grew out of a desire on the part of the principal to give special aid to the unusually backward or the unusually bright pupils.

We really have four classes of pupils in the Make-up Room:

1. Those who do advance work in addition to their regular work.
2. Those who make up a subject in which they failed the preceding semester in addition to their regular work.
3. Those who have fallen behind in class and have a fighting chance of returning to the class before the end of the semester. This type come chiefly from the Mathematics and English Grammar classes where all advance work depends on the preceding work.
4. Those who enter late and are unable to catch up in the above named subjects without special aid.

We have five periods of sixty minutes each, a thirty minute assembly in the morning and a forty minute conference period after the fifth period in the afternoon. Each pupil has five periods of work. The Make-up Room is open five periods five days a week and the forty minute conference period four days a week. Only pupils are allowed to come for the latter period who are conscientious workers, but who are not strong enough in any one subject to be excused part time. All other pupils report to the

Make-up Room from one of their regular classes, some two, some three and a few five times a week. As a rule the pupil is required to report from the class of the subject in which he is carrying the extra work. No pupil comes for less than thirty minutes a day.

No pupil is allowed to take up advance work unless his grades for the preceding month have been "B" or above. Those failing the *preceding* semester are allowed to go ahead, provided that the grades each month in both the advance work and the back work are passing. All pupils taking extra work are required to bring written permits from home.

Thus far we have found it unnecessary to limit the number of subjects to be offered in any one period. The law of supply seems to take care of that. Only interested pupils are allowed to continue with extra work. The average number of pupils per period is twelve. The average number of classes per period is six.

English and History for the Junior and Senior Seventh and Eighth grades and Mathematics for the Seventh, Eighth and Ninth grades are the subjects handled. The work is outlined in a loose-leaf note book for each half year of each subject. The brighter pupils follow the outlines without much help. The slower pupils need more direction. In many cases it is as much a matter of teaching the pupil how to study as teaching the actual subject matter. Whenever possible, groups are taught together, but there is necessarily a great deal of individual aid given. Sets of questions are kept to be used when oral work is impossible.

While all pupils are due in the Make-up Room at a definite time the time of each recitation is not fixed. At first an attempt was made to divide the time into an equal amount for each pupil, but this did not work out well. Of course the teacher must be constantly on guard to see that THREE—Junior H S May 13 D D C dkp. Mlp-S each has equal chance for advancement. Our rules of procedure are very simple. They are: (1) Get a definite

assignment for the following day before leaving the room. (2) Go to work immediately on entering the room. (3) When in need of help, do not waste time, but come to the desk for help. This throws upon the pupil all the responsibility of getting the work done.

At first the amount of seemingly necessary written work was appalling. As time goes on we find that less written work and more real thought and concentration brings better results. As far as possible all papers are corrected in the pupil's presence on the day it is written or on the day following. This saves time and the writing of the lesson is made doubly effective.

Since the number in the room at any one time is comparatively small and since every pupil is there for *business* there are no problems in discipline. The extra work is not urged upon the brighter pupils. In fact we let *them* fight a little to get into the room. It is urged upon the *slower pupils*, but even the personally conducted ones have realized without exception that they need help badly and that the Make-up teacher is there to give it to them. It is true that not all of the latter class are successful in making a passing grade, but they at least have a better chance of being able to do the work well the next semester than if they had continued in a class where they had ceased to understand because they failed to get the foundation of the first month. Last semester those who were allowed to carry extra work in the Make-up room (60) passed in all other subjects with but one exception.

The co-operation of the other teachers in the building has been splendid else little would have been accomplished. We believe that a work-room such as our Make-up Room, where the irregular pupils can come for help might well become a part of every well organized Junior High School of the future.

**ORGANIZATION, ADMINISTRATION AND COURSE OF
STUDY FOR JUNIOR HIGH SCHOOLS IN WASH-
INGTON, THOS. R. COLE, CHAIRMAN.**

March 3, 1920

Report by Sub-Committee: S. S. Smith, Toppenish, Wash-
ington; De Garis Reeves, Vancouver, Washington; H. H. Hunt,
Tacoma, Washington.

(Being drawn from the last ten years of active investigations
by Junior High people all through the country, this report has
the advantage of being one of the latest if not also one of the
best statements. The specific manner of discussing varied
studies is noteworthy.—S. O. R.)

**PLANNING FOR AN ORGANIZATION ON THE SIX-
THREE-THREE PLAN OR SIX-SIX PLAN.**

A reorganization on the six-three-three or six-six plan calls
for very careful investigation as to ways and means of organiz-
ing and administering a junior high school, or a junior division
(grades seven, eight and nine) of the six year high school. The
superintendent and principal will need to consider, and, so far
as possible, solve in advance the following problems:

1. Housing. What distribution should be made of the
floor space? If part of the high school plant is to be used, how
can provision be made for keeping junior high school students
to some extent separate from senior high school students? A
partial segregation will be necessitated by difference between
these two groups in educational requirements, disciplinary meas-
ures needed, and social activities engaged in.
2. How long a school day should the junior high school
have?
3. What should be the length of the periods?
4. What subjects of instruction should be offered and what
proportion of the pupil's time should be given to each?
5. How much freedom of election should be allowed to
the students in grade seven? Grade eight? Grade nine?
6. How can provision be made for laboratories, gymnasium
and library?

7. What methods of instruction should be used?
8. How is the schedule or program to be constructed?
9. Is the instruction to be wholly departmentalized?
10. What arrangements are to be made for study supervision?
11. What scheme can be devised to carry out vocational and moral guidance?
12. What are to be the general policies on discipline?
13. What is to be the division of labor between superintendent and principal in working out the junior high school plan?
14. What arrangements are to be made for supervision and co-ordination of instruction?
15. What provision should be made for outside activities, such as athletics, dramatics, glee clubs and social life?
16. What textbooks are to be chosen for use?
17. What books are to be ordered for the library?
18. What equipment and supplies are to be ordered?
19. What are to be the requirements for admission to the junior high school? Should over-aged pupils who have not completed the sixth grade be admitted?
20. What are to be the requirements for the completion of the junior high school?
21. What grading system and credit system are to be used?
22. How can the work of the junior high school be so articulated with the school below and above and so graduated in content and method as to avoid two bad breaks instead of only one?
23. What account can be taken of individual differences in pupils? Can provision be made for accelerated and retarded groups?
24. What type of faculty organization should be adopted? Should the junior and senior high school faculties be separate, or should they overlap, in schools working on the six-six plan?

The work of reorganization will absorb so much of the administrators' time during the first year that careful planning on these points is practically a necessity. It is the aim of the report on the junior high school problem which follows to afford tentative answers to these questions. At best, these suggestions can serve only as a point of departure for the individual school administrator, when he comes to attack his special problem.

HOUSING.

In working out housing arrangements the principal should try to make a maximum of use of all floor space available, particularly libraries, laboratories, manual training and home economics rooms, the gymnasium and the auditorium should be in use as much of the time as possible. In order to make a proper study of the housing problem one needs to have a plan of the floor space available. On this should be shown the number of pupils each room will accommodate. A list of the classes to be accommodated, with the number of students in each class will then enable the principal to route classes in the most efficient manner.

If the junior and senior divisions of the high school are both to be housed in the same building, it will probably prove advisable to arrange a schedule in such a way that junior division pupils may take academic work while shops and laboratories are being used by senior division pupils. Particularly will this arrangement need to be made if the same faculty members give instruction in both divisions.

It will be found necessary in the six-year high school to keep the junior division students to some extent separate from the senior division students. If they could be housed on separate floors it would probably prove advantageous; in fact, the best practice throughout the country would indicate that in medium sized school system junior and senior high schools should be in adjoining buildings, so constructed that the same shops, laboratories, gymnasium and auditorium are available for both student groups, the class rooms being separate. This allows for difference in methods of government, for proper provision for separate student-body organizations, and for separate social activities.

If this ideal arrangement cannot be made and the junior and senior high schools must be housed together, measures must be taken to counteract the display of the feeling of hostility toward the junior division which the upper grade students are apt to show.

LENGTH OF THE SCHOOL DAY.

The Junior High School plan will probably require a longer school day, if we are to judge from the statements of educators who have reorganized their school system on this basis. If adequate provision is to be made for work in the practical arts or physical education, and for outside activities, the length of

the day should be five and a half or six hours. This should allow for eight periods of forty minutes each, or for six periods of one hour each—one-half the hour for recitation, one-half for study. One of these periods, preferably the last period in the morning or the last period in the afternoon should be allotted to outside activities and to physical education.

SUBJECTS TO BE GIVEN.

The Committee feels that the junior high school should have one basic curriculum. English, mathematics, history and civics combined should appear as constants. On this point the Committee is thoroughly in accord with the judgment of the N. E. A. Committee on the Reorganization of Secondary Education, as expressed in the bulletin on "The Cardinal Principles of Secondary Education." Unless our future citizens have a certain common basis for their thinking and doing, American democracy cannot be thoroughly integrated and united.

At least five periods should be given to each of these three subjects and probably a greater proportion of time could be given to English.

In addition to these constants, the Committee would recommend that electives partly in the academic field and partly in the field of practical arts (sometimes called pre-vocational work) should be offered. These electives might include work in natural science (five periods) music and art (not more than five periods together), manual arts, household arts, agriculture and first lessons in business (commercial arts). Penmanship and spelling should probably be given in connection with the English work in the seventh grade, and if no electives in the business field are offered, for the eighth and ninth grades as well. In accordance with the state law, at least two periods of physical education will be required of all students.

In regard to foreign language electives for grades seven and eight the Committee feels that they should be permissible, though they are not specifically recommended, unless the standard of English work is very high indeed.

Probably very little freedom of election should be allowed students in grade seven; in grade eight, however, four to ten periods a week might well be made elective work; and in grade nine there should be large opportunity for freedom of election.

Students should be encouraged to take work along the line of their particular interests. The exploratory function of the

junior high school should be considered as of paramount importance.

When once the work of reorganization is undertaken the school authorities should certainly not rest content with simply lumping together the existing seventh, eighth and ninth grade courses of study. Such a curriculum cannot, under any circumstances, be considered a junior high school curriculum.

The Committee feels that the following changes should prove feasible and advisable.

These recommendations are made on the basis of examination of junior high school courses of study in operation in a large number of school systems.

ENGLISH.

Work in English should be organized to achieve very definite aims.

1. To give the student command of English as a tool for thinking.

2. To develop the power to speak with clear enunciation, proper expression, and in conformance to ordinary usage.

3. To develop the ability of the student to read intelligently, first, ordinary, every-day material, then the best literature that is within his range.

4. To interest the student in reading as an enjoyable leisure occupation.

5. To give the student the ability to write clear, effective and forcible English.

The content of the reading chosen for class work should be of a kind that will prove of intrinsic interest to the students. They should be encouraged to do extensive outside reading on their own initiative. Work in composition, oral and written, should be made real to the student, and should most assuredly be made vital by relating it to the pupil's life, in school and out. While the standard of a student's writing should not be sacrificed to the niceties of elegant expression, there should be no hesitation about including work in mechanics, usage, and functional grammar whenever the oral and written work of the students indicates the need. Work in informal public speaking and dramatization can well be used to arouse an interest in good oral expression. If individual students are found to be deficient in enunciation and pronunciation, remedial work should be given.

Work in spelling should also be remedial. If the spelling can be taught incidentally, in all academic classes, so much the better. The aim should be to develop the ability in the student to spell his written vocabulary with one hundred per cent accuracy.

Training in the use of the library should surely be given in connection with the English work. Collateral reading lists for English should be posted in the Library.

The best program for Junior High School English will be found in the bulletin of the National Joint Committee on English "Reorganization of English in Secondary Schools," (Bureau of Education, Bulletin 1917, Number Two.)

MATHEMATICS.

The Mathematics work of the Junior High School should aim:

1. To afford the student familiarity with the mathematics that is used in every-day life, and with basic mathematical ideas and methods.
2. To have the student realize definite standards of achievement in the following specific forms of mathematical procedure:
 - a. Fundamental processes and fractions.
 - b. Decimals and percentage.
 - c. Rough estimates and checking results.
 - d. Basic ideas of ration, variation and proportion.
 - e. Fundamental spatial notions.
 - f. Simple practical measurements.

In addition to these specific aims the mathematics work given should be presented in a sufficiently liberal way to enable the student to realize the extent to which mathematics is useful as a tool in surveying, engineering, mechanical drawing, architecture, business pursuits, accounting and statistics. It would probably be better to delay giving differentiated courses in mathematics until the senior high school.

Certainly, in revising the mathematics course more attention should be paid to the relation between the different branches of mathematics. It should prove possible to include some work in constructional and observational geometry, as well as the algebra of the formula and of the graph in the mathematics of grades seven and eight. For grade nine, a course in general or correlated mathematics would seem to be advisable. This should be offered in order to give the student an insight into mathematics as a whole, so that he will be able to understand

and appreciate the mathematics which is used in newspapers, magazines, posters, scientific books and trade journals.

Studies such as Wilson made on the social uses of arithmetic, point to the fact that our mathematics needs to emphasize, also, business arithmetic, particularly computations dealing with money, postage, simple business terms and accounts.

Again, methods of estimating and checking results should be emphasized.

Finally, if all the work in mathematics could be made more concrete, through the employment of drawings, actual work in measurements for instance, and through the introduction of actual problems of the home, the store, the farm, the shop, the factory, and the bank, the course should prove far more valuable and practical to the student than any amount of drill work in gymnastics of the formal type.

SOCIAL SCIENCE.

The Social Science subjects include history, geography and civics. These subjects should be thoroughly reorganized in accordance with the best modern practice. These social studies can be made a very helpful feature in organizing the school life, if the students can be brought to realize that the work on problems in history and civics applies to their own country, their own community and their own school, here and now.

The aim should be, then, to present the history in such a way that it will help the student to interpret the history now in the making—and surely current history should find a large place in every history course in the junior high school. The civics given should concern itself with school and community problems, with the study of different occupations, and only secondarily with the structure and organization of government.

The geography given should be largely social, commercial and industrial, with the framework of regional geography given only its proper proportion of the time. The study of the vocational fields will be given also, in connection with the geography. The student cannot be given too many opportunities to secure information about the work of the world and to have his mind quickened on the question of the part he is to play in our complex modern industrial and social scheme. This inquiry into the vocations should be properly related to a comprehensive scheme for vocational guidance.

In making up the curriculum in the social subjects for the junior high school, it is well to bear in mind the suggestions

made by the N. E. A. Sub-Committee on Reorganization of Social Science in Secondary Schools:

Seventh Grade—The European Background of American History.

Eighth Grade—American History in its World Setting.

Ninth Grade—Community and Social Civics and a Study of Occupations, or History up to 1700.

NATURAL SCIENCE.

Some able thinkers have pointed out the fact that progress in human affairs can come only as a knowledge of natural science and of social science is spread broadcast throughout our whole population. If the junior high school is going to be a genuine agent in progress, it must meet definite requirements by including strong work in natural science in its program, just as soon as competent teachers and adequate equipment can be provided. The natural science in the seventh grade can well be given as a part of the geography course through the use of more equipment, such as is ordinarily employed in high school work in physiography. If this program can be feasibly enlarged to include a study of the rocks, plants, animals and birds which appear in the student's environment it will be a distinct advantage. In the eighth and ninth grades, courses in general science, rich in content and marked by ample opportunity for doing simple experiments, should be offered. If physiology is still given in the seventh or eighth grade it should be given as a study of the human body at work; should be presented with more experimental work than is now usually given. If a definite course in physiology and hygiene is not offered the general science course should certainly include a large element of simple concrete biology and physiology. This is a unit which requires no argument to justify its necessity for no matter what vocation the student is going to follow, no matter what his social or economic status, he will certainly have a body which he will have to live with and he should learn as much as he can about how it works.

FOREIGN LANGUAGES.

Foreign language work should emphasize the fact that language is a social subject. The student should be made to realize that the foreign language presents in crystallized form the thinking, and the mode of social intercourse of another people. He should be made to appreciate the literature (even if he can read

it only in translation in the earlier stages of his language study), the history, the folk ways and the spirit of another people than his own. Tolerance and international mindedness should develop from this contact.

Then, too, if the language is presented, as it should be, the student will acquire confidence in dealing with his own linguistic problems. Language is at once the medium of thought and expression and whatever will quicken the language sense will train the student in his thinking, speaking and writing. Emphasis should also be laid on the relations of the foreign language to English.

If students are allowed to elect a modern foreign language in grade eight or nine, it will be necessary to modify high school methods considerably; the work will need to be made much more concrete. Training in phonetics and in voice control can be given more readily. Material will need to be presented in connection with live audience situations; postcards, pictures, newspaper and magazine extracts in the foreign language should be used to make the work seem more real.

Above all the foreign language class room will need to have a live social atmosphere; there should be much rapid reading of relatively easy material. All these modifications will inevitably mean the cutting down of the amount of formal grammar given. Rather the emphasis will have to be shifted to enable the student to read and speak the language in however fragmentary a fashion.

It is evident that foreign language instruction must lead the student to increased appreciation and increased general ability in oral expression; or else must afford him practical ability to use the language in ordinary every day situations, such as he will meet in his reading, in travel, in business, and in social contact in the foreign country or even in his own. Is it too much to expect that two years of work in the junior, followed by two years further in the senior high school should achieve these ends?

(It is probable that Latin and Spanish are the languages which can be most readily offered as electives in the junior high school.)

PHYSICAL EDUCATION.

Physical education in the junior high school should consist of a group of well rounded activities which will lead the students to normal bodily development and healthy habits of living. Outdoor sports such as volley ball, basket ball, track and field

sports, soccer ball and playground ball will probably prove as educative and enjoyable as any type of physical education that can be offered. Free games, setting-up exercises and gymnastics have their place as well. Students should be encouraged to do their physical educational work in the particular field in which they are interested. Work in hygiene should be given in connection with this physical education program, and it should be real, concrete instruction in ways of right living with actual training in proper habits of bathing, eating and sleeping. Simple first aid methods should be given and the part played by hygienic life in preventing disease should be made clear. Above all, the student should be encouraged to keep fit and in good physical condition and it should be made clear to him that only as his physical condition is at its best can he do his best in the games and sports. The connection between the sound mind and the sound body cannot possibly be presented in any better place in the curriculum than in connection with physical education. The achievement of this ideal should be the major aim of physical educators in the junior high school; while enjoyment for students participating in physical activities should be held as an aim secondary in importance only to this.

INDUSTRIAL ARTS.

The best practice throughout the country indicates that the junior high school should include as many opportunities for exploratory courses in industrial work as the resources of the school district will allow. In many school systems it will probably prove possible to offer a course in wood-working only, but provision can easily be made for expanding the industrial arts course to include simple work in metal, auto and gas engine, plumbing, printing and electrical work. Naturally the content of these courses will have to be of a simple type and the aim that of enabling the student to find his interests, in case he happens to like work in one of these fields. There is a further value that the student will have some idea, at least, of how to do an ordinary job in the home or store, which requires a knowledge of the A B C methods of these essential trades. In the larger junior high schools and to some extent in the smaller ones, a number of acceptable courses in these industrial subjects are being given with excellent success. The great practical difficulty in installing them is the securing of teachers and for small schools the only solution would seem to be an industrial arts instructor who has had a varied experience in several trades.

HOUSEHOLD ARTS.

The work in household arts should give the girl in the junior high school an appreciation and understanding of the problems of home making and some command of ordinary methods in cooking, sewing, household management and interior decoration. Above all, junior high school courses in the household arts should be liberal in their outline and should depart from the practice all too common in the seventh and eighth grade courses, of giving the girl minute directions on some simple bit of cooking or sewing and failing to train her to do intelligent thinking on the complex problems of home making.

AGRICULTURE.

The junior high school can very profitably give a course in agriculture, preferably of the general type, just as in the case of science and mathematics. In addition to the concrete work on soil composition, farm animals, farm machinery and methods of doing farm work, simple experiments on plant chemistry and simple work in plant and animal biology could well be included in the agriculture course. Certainly anything which plays such a basic and important part in American national life as farming should find recognition in the junior high school curriculum.

COMMERCIAL WORK.

In the seventh grade probably all the commercial work advisable can be given under the head of penmanship and spelling with, perhaps, a few first lessons in business methods included in the mathematics. In the eighth and ninth grades an introductory business course might well be organized to be known as commercial arts, to run parallel with the industrial and household arts and with agriculture. These courses should include a study of business terms and simple methods of account keeping, business customs, ordinary business forms and possibly elementary bookkeeping and typewriting, with work in penmanship and spelling introduced as needed. These courses could well be given as five hour electives. If they could be made liberal enough in their scope and point of view to give the student an appreciation of modern business and commerce, it would be a great gain. The student pursuing these courses should become acquainted with the structure of business and should learn about the specialized work done by different kinds of employees.

MUSIC.

The primary aim in junior high school music should be to develop enjoyment, appreciation and expression. As in the Ben Blewett Junior High School, children should "learn music through hearing it and singing it, rather than through hearing about it." Music which has a great deal of life, color and expression should be used in the chorus work; humorous songs can be used to good effect, particularly for the boys. Above all, the students should become acquainted with a body of songs which they can use in school and out, in their group singing. These should include familiar folk songs, songs of Stephen Foster, the national songs of different countries, and standard college songs. In short, the students should know quite thoroughly that body of material which is used so extensively in community singing. If, in addition, they can learn by heart some of the simpler numbers from comic and light opera and can hear the stories of some of the great operas, with Victrola selections illustrating these, the music course might well be considered to have performed a great service in the life of the school. Furthermore, a course planned with these aims should give students a common musical background which will serve to integrate our future citizens more closely through contact with a common heritage. This civic aim need not, in the slightest, detract from the esthetic one, in fact it should serve to increase the enjoyment and appreciation which the student will have of music as an art.

ART.

Like music, art in the junior high school should aim at appreciation rather than mere command of technique. It should include work in design as applied to every day needs and as much work in drawing as the ability of the individual students in this form of expression may render feasible. Junior high school students should all learn to appreciate artistic values and those who have a natural taste and ability should surely have an opportunity to produce them. Unfortunately, our educational system has not given the same attention nor achieved anything like the results in drawing that it has in the other modes of expression, language and music. It would seem, however, that all students should learn the elements of mechanical drawing and probably, even word-minded students, lacking in the visual imagination, could learn to draw at least as well as the student deficient in language sense masters language. The practical difficulties of securing art instructors of different types are so great, however, that most schools will rest content with work in design and color, based largely on craft work.

SPECIAL ROOMS.

In the small junior high school a gymnasium and auditorium can well be combined. In case an old high school building is used, or if all the upper six grades are in the same building, the assembly hall can be fitted up to do duty also as the library. If there is difficulty in providing for laboratory space some work can be done at the ordinary desk, though the instructor will have to use considerable ingenuity in managing supplies. Laboratories for junior high school work will need to have work tables somewhat lower than those for the senior high school. The equipment need not be so elaborate or expensive.

METHODS OF INSTRUCTION.

The Committee considers the project or problem method of instruction as ideal for the junior high school. The junior high school will, of course, have to work out methods of instruction all its own, but during the transition period there should probably be a leaning toward grade methods in grade seven and toward the high school methods in grade nine. Before any attempt is made to use novel methods of instruction, the principal and the teachers should feel sure that the new method does not sacrifice genuine values which were secured under the old methods.

SCHEDULE.

The problem of program making for the junior high school is apt to be quite difficult, particularly if much freedom of election is allowed in grades eight and nine. This difficulty is aggravated, if the junior and senior divisions of the high school happen to be housed in the same building and run on the same schedule. In attacking the problem, it is well to consider it from the following angles: Number of five period courses, number of double period subjects offered, teachers' time available, number of duplicate sections necessary, need for best possible arrangement of study time for each class, and the most economical distribution of floor space. After these factors have been settled and the actual work of program-making is begun the principal will find it a great help to rule off a chess board with the same number of spaces, vertically as there are periods in the school day, horizontally, the same as he has instructors available. He then can make good use of stiff cardboard cut to fit the squares, lettering the class and grade on each counter; he can then place a thumb tack through each one and begin on

his pleasant task. It should, of course, be borne in mind that such floor space as represents a larger investment, such as laboratories, library and gymnasium and auditorium should be in use a maximum amount of time; further, and this is of special importance, in making programs for junior high school students, there should be an alternation of recitation, study and physical activity.

Departmental Organization.

Departmentalization seems to be the usual thing in junior high schools throughout the country. The Committee believes that the departmental plan of instruction is highly advisable for the junior high school with this exception: Children in the seventh grade should probably be accustomed gradually to a number of different teachers and it might be better in this grade, particularly, if two or more of the basic subjects were given by the same teacher.

STUDY SUPERVISION.

There should surely be careful provision for study supervision in the junior high school, for adolescents are forming study habits which will be more or less permanent. This study supervision should be designed gradually to develop an ability in the student to carry on his work on his own initiative; probably in the seventh and eighth grades, it will have to be, of necessity, quite detailed. The student should be taught how to outline his work, how to plan his studying for a period, how to work with concentrated effort and how to select in the course of his silent reading, the main points in the section covered. As soon as possible, however, he should be encouraged to work on his own initiative.

GUIDANCE.

The junior high school should aim to develop a complete scheme to give the student wise guidance. In the matter of election of courses, sympathetic counsel should elicit the interests, tastes, aptitudes and preferences of the student.

The adolescent entering a new environment and period of development as well sorely needs this type of help. This mode of guidance can well concern itself with the student's health, with his personal problems, and with enabling him to find himself socially.

Vocational guidance and information can be given in a number of different ways. The courses in agriculture, industrial, household and commercial arts should interest the student in the work of the world. He will make a definite study of differ-

ent occupations in his work in civics. He should have an opportunity to hear informal talks on the different vocations and he should be encouraged to observe the different occupations followed in the community in which he lives. Motion pictures showing the different kinds of work the world does should be shown in the school or by arrangement in the local moving picture theater. Further, a great deal can be done in the direction of vocational guidance through directed reading. The most productive method of all, however, will prove to be conferences between the individual student and some instructor who is able to advise the student regarding the requirements of the different vocations and who is able to tell the student whether or not his own choice accords with his vocational fitness.

DISCIPLINE AND MORALE.

The spirit of the junior high school should be a liberal appreciative, democratic, sympathetic attitude. The Committee feels that in general disciplinary measures should be positive rather than repressive; that students should be allowed as much initiative as they are able to use to advantage. Class and student body organizations should be encouraged; but any experiment in pupil government should be approached only after careful preparation and only then if the faculty feel assured that the students have sufficient self-responsibility and civic spirit to carry on such a system during the period of reorganization. Such experiments are apt to be somewhat Utopian, though in our American democracy this method of government is surely the ideal one for the junior high school.

ADMINISTRATION.

The superintendent or the principal or both will need to work out the general problems and policies of the junior high school quite thoroughly. If they can divide the work it will probably be advantageous. The principal should be thoroughly familiar with the curriculum, and the actual work of administration and supervision should be left largely to him. He should not have so much teaching to do that he will not have time left to carry on adequately the work of supervision, particularly during the first critical year. He will need time also to coordinate all the different activities of the school.

OUTSIDE ACTIVITIES.

There should be liberal provision for athletics, social affairs, literary clubs, dramatics and class and student body organizations. All these activities should be made to serve educational ends, however, and they should not be allowed to interfere with

the serious work of the school; rather the instructors in English, social science, physical education and music should draw these activities into the service of the educational work of the school.

ADMISSION REQUIREMENTS.

Not only should pupils who have completed the sixth grade satisfactorily be admitted, but any pupils over the age of twelve who are apparently failing to adapt themselves to the work of the lower grades could well be taken into the junior high school.

GRADUATION REQUIREMENTS.

These will vary so largely with the individual school that the Committee does not believe it advisable to make recommendations. They do not even feel sure that there should be a recognition of the gap between the junior and the senior high school. Care should be taken that the work of the ninth grade as given in the junior high school meets the state requirements for high school work so far as the number and length of periods are concerned. Development necessitates the like until changes are made in the state school law. Ninth grade credits should be so standardized as to facilitate transferring to school districts having the eight-four system.

PROMOTION.

Where possible, promotion should be by subject rather than by grade; in the small schools, however, the schedule difficulties will make it impossible to promote a student in one subject who fails in several others. The best provision that can be made for such doubtful cases is to promote on condition if the student has passed in, say seventy-five per cent of his subjects; or perhaps, require him to carry fewer subjects.

FACULTY ORGANIZATION.

If the school system is reorganized on the six-six plan, it will be found preferable to have all members of the faculty meet the requirements for high school teachers. If it can be avoided teachers should not be asked to teach any combination so far apart as the seventh and twelfth grade work. The spirit of the junior high school demands a democratic type of faculty organization where individual initiative on the part of teachers is allowed free play.

ARTICULATION.

The work of articulating the junior high school with the schools below and above is a problem which can be solved only by working out a course of study for the individual school system that is so carefully graded, so closely knit, and possessed of such continuity that breaks and interruptions will be avoided.

SUMMER COURSES.

Junior high school subjects in summer schools of the United States:

University of California, Southern Branch, June 21- July 31—“Organization and Administration of Junior High School”—Thos. W. Gosling.

University of Wisconsin, June 28-Aug. 6—“Junior High School” (2 credits)—Asst. Prof. Miller.

University of Colorado, June 14-July 21—Treated in “Secondary Education”—Wm. S. Roe.

University of Oklahoma—“Junior High School”—A. C. Parsons.

University of North Dakota—Treated in “Secondary Education”—Joseph Kennedy.

University of Minnesota, June 21-July 31—“Junior High School”—Prof. L. V. Koos.

University of Kansas, June 26-Aug. 20—“Junior High School” (2 hours credit)—Raymond A. Kent.

Leland Stanford—Treated in “Administration of Secondary Schools”—Prof. Wm. Proctor.

Colorado State Teachers' College, first half, June 21-July 23; second half, July 26-Aug. 27—“Junior High School”—Prof. Miller, first; Dr. E. Ryneerson, second. “Vocational Guidance”—Dr. T. McCracken, first; Dr. E. Ryneerson, second. “Supervised Study”—Prof. H. Miller, first; Prof. A. Hall-Quest, second. “Mental Tests”—Dr. Heilman and Dr. Whipple. “Educational Survey”—Dr. Strayer, Dr. Cubberly.

New York University, July 6-Aug. 14—“Methods of Teaching Geography in Junior High School.”

University of Chicago—“The Junior High School”—Prof. C. O. Davis, first term; Prof. L. V. Koos, second term. “Organizing Grammar Grade and Junior High School.” “Teaching

English in Junior High School." "Mathematics for Grammar Grade and Junior High School." "The Teaching of General Science."

University of Washington, Seattle, first term, June 22; second term, July 23—Treated in "High School Administration"—Dr. Counts. "High School Organization and Administration"—Asst. Supt. Cole.

George Washington University, Washington, D. C.—"Junior High School"—Prof. Rhoton.

University of Kansas, July 26-Aug. 20—"Junior High School"—Mr. Kent, Supt. Public Schools, Lawrence.

Northwestern University, July 3-Aug. 13—Treated in "Principles of Secondary Education." Also in "Psychology of High School Subjects." Two courses dealing in Junior High School and the Rural Community.—Dr. E. N. Ferriss.

University of Buffalo, July 5—"Intermediate School Problems"—W. Howard Pillsbury.

Carnegie School of Technology, June 28-Aug. 21—"The Junior High School, Administration, Organization and Methods." "Methods in History and Civics for Junior High School." "Methods in Mathematics for Junior High School." "Methods in General Science for Junior High School." "Methods in English for Junior High School." A Demonstration School, Grades 7-9, inclusive.

University of Kentucky—Treated in courses in "Administration."

Cornell University, July 3-Aug. 13—Junior High School for the Rural Community.

ENGLISH TEXTS.

Miller's Practical English Composition, Book I. Houghton Mifflin Co., Chicago.

Junior English Grammar by C. H. Ward, Taft School, Watertown, Connecticut. 80 cents. Henry Holt and Co., New York and Chicago.

This author has dared to forsake all precedent. Fourteen hundred sixty-four sentences teach the parts of speech and their relations.

Junior English by Alfred M. Hitchcock, Head of High School and Elementary English Departments at Hartford, Connecticut. \$1.24. Henry Holt and Co., New York and Chicago.

A real connecting link between the English of the grades and high school by the author of the most successful series of high school composition books ever written.

HISTORY TEXTS.

Thwaites and Kendall History of the United States. Houghton Mifflin Co., Chicago.

MATHEMATICS TEXTS.

Junior High School Mathematics by Theodore Lindquist, Ph. D., Head Department of Mathematics, State Normal School, Emporia, Kansas. Book I, \$1.12; Book II, \$1.24; Book III, \$1.36, published by Charles Scribner's Sons, 608 S. Dearborn St., Chicago, Illinois.

We have our Junior Normal Training High School well under way here now. I have been at work for the

last several years upon the mathematics schedule and am hence greatly interested in all matters pertaining to junior high schools, and in particular to the mathematics phase of the work.

Very truly yours, THEODORE LINDQUIST, Head
Department of Mathematics, Kansas State Normal, Emporia, Kansas.

Junior High School Mathematics by Fiske Allen, Director Training School and E. H. Taylor, Head of Mathematics Department, Charleston, Illinois, Normal School.

Book One for seventh grade, 88 cents; Book Two for eighth grade, 92 cents. Henry Holt and Co., New York and Chicago.

Proper drill in computation; logical development of new mathematical notions; carefully selected problems; grouping of allied problems; effective reviews; teachable.

CIVICS TEXTS.

Preparing for Citizenship by Guitteau. Houghton Mifflin Co., Chicago.

SCIENCE TEXTS.

The Science of Everyday Life by Van Buskirk & Smith. A new book in first year Science following the Problem Project Plan written especially for Junior High Schools. Houghton Mifflin Co., Chicago.



THE JUNIOR HIGH SCHOOLS PRINCIPALS' ASSOCIATION OF INDIANA.

The following topics have been suggested for discussion at the Fort Wayne meeting April 30. Others will occur to you:

1. Is promotion by subjects satisfactory in the junior high school?
2. How can we lessen the shock to 7B's when they first enter junior high school?
3. What subjects has experience shown are desirable for electives and what should be omitted in case of election?
4. To what extent are social activities considered a part of the regular program?
5. The value of auditorium work in creating and maintaining the school morale.
6. What success has been attained in securing credit in senior high school for work done in junior high?
7. What can be done to get industrial teachers to take equal responsibility with others in looking after interests of boys and girls outside of their particular line?
8. What length of school day is prevalent?
9. Advantages and cautions regarding supervised study for junior high schools?
10. How are lunch pupils taken care of?
11. What are your results in feeding and weighing children?
12. How much time is given to physical training and what forms of exercises are found best?

Some Features of the Fort Wayne Junior High Schools.

1. Physical Education—Gymnasium.
2. Mid-forenoon lunch at 10:05 for underweight children and others who desire it.
3. Auditorium work, consisting of Public Speaking. Lessons in Manners, Talks on Hygiene, Music and Art Application, and Parliamentary Drills.
4. Social Activities, consisting of Athletic, Glee and Dramatic Clubs, orchestra and a party (pure social).

5. General Science—7A and 8B.
6. Latin—7A, 8B and 8A.
7. Opportunity Work (individual help).
8. Oral Composition.
9. Citizenship.
10. Industrial Work, consisting of Printing, Typewriting, Sewing, Millinery, Cooking, Cafeteria, Mechanical Drawing and Woodworking.

Notes.

Meeting at the Jefferson High School office Friday morning.

Bring samples of your program, reports, school papers, etc.

Yours truly,

E. H. FISHBACK,

**MASSACHUSETTS STATE CONFERENCE OF JUNIOR
HIGH ADMINISTRATORS.**

The State Conference of junior high school administrators at Bridgewater, including also superintendents and principals not yet connected with any junior high school, unhesitatingly affirms its belief that this new intermediate school, and its new attitude and atmosphere for early adolescent education, is successfully bridging the gap between the elementary and the high schools, reducing waste in those years and so discovering and developing individual abilities as to better fit boys and girls for life and to increase materially civic and economic power and values in the community. We would ask, however, public recognition of the truth that the real and full value of any junior high school will be obtained only as adequate provision of suitable equipment is granted, and a corps of teachers developed capable of awakening and guiding a social consciousness and scholarly spirit that shall permeate its entire body of pupils.

Inasmuch as the aims and characteristics of the junior high school organization have been presented and discussed at this conference, and inasmuch as there is common ground upon which this conference can stand, be it

Resolved, That we record ourselves in agreement with the following main objectives:

1. To bring about the proper co-ordination of the elementary and secondary school.
2. To equalize educational opportunities.
3. To discover and develop the interests and aptitudes of the individual pupil.
4. To develop initiative, self-reliance and a willingness to accept responsibility. And be it further

Resolved, That this conference believes that the purposes of the junior high school may best be attained through the following features:

1. The 6-3-3 plan of organization.
2. Departmental teaching.
3. Differentiation of studies.
4. Gradual introduction of promotion by subject.
5. Supervised study.
6. Reorganization of subject content and method.
7. Educational and vocational guidance.
8. Prevocational opportunities.
9. Socialization of instruction and "student activities."

H. W. Schmidt, Supervisor of Manual Arts of the Wisconsin State Department of Public Instruction, has prepared an elaborate bulletin of suggestions for teachers in Manual Arts. Although it is designed for High Schools it contains a great deal of information which can be adapted to Junior High Schools. It is issued in four parts:

Part I. The Manual Arts Library and Assigned Reading.

Part II. Mechanical Drawing in High Schools. (This part begins with the drawing work of the Seventh Grade, going through the Second Year of High School).

Part III. Shop Courses and Mechanical Arts Work in General for Classes Seven to Ten.

Part IV. Wood Finishing and Its Problems.

Remember, that if wages are sufficiently increased to make teaching attractive, somebody will be after your job and the only way to keep it is to do up-to-the-minute, efficient work.

There seems to be just one way to go, that is, ahead.

Do everything possible to get yourself and your community on a safe and sane basis and the world will soon right itself.

It is a good deal easier to find individuals who can tell you how a thing can not be done than it is to find one who can tell you how it can be done.

—The Teacher's Journal, April.

"I cannot regard as valid the wail of the old-time pedagogue. * * * He would seek a return of the old-time emphasis upon Arithmetic and Spelling. * * * To me it seems that the present methods are far superior to those of several decades ago. * * * Such is the opinion of one who was cradled in the old system and who taught according to these old standards for a number of years."

—E. V. Laughlin, Outlook, May 12.

"General Science, which is taught in the first year, has not as yet an adequate course. The textbooks alone are not satisfactory in an interesting and lasting way and this is the point where the Library can begin to do its part. * * * One of the first things, of course, is to have the books, but before that it is of the greatest importance for the librarian to know what the teachers have in mind." —"Science and the High School Library," General Science Quarterly, March.

A discussion of "The Boy and His Vocation" is given in the Teacher's Journal for April. To quote: "The one supreme need of our country today is for a higher grade of personal efficiency. * * * Among the occupations of men there are three general spheres of activity in terms of quality * * * The first is filled by people of little training; the second by people who have moderate training;

and the third by highly trained men and women. * * * The first group is busy with the drudgery of life; the second with work and management of affairs under the direction of others; and the third with leaders along all lines of activity. * * * You want to get into the third classification—the leader class—then you must pay the price in training. You want to make the most of your life; then seek the best equipment possible.”

An interesting experiment in lesson preparation has been tried out in the Skowhegan (Maine) High School and the results given in the General Science Monthly for March. Very briefly, it is as follows:

1. Direct pupils to make out questions such as if answered satisfactorily would give the essentials of the lesson. (This is usually done outside the class room).
 2. The class is then arranged in pairs and quietly ask each other their questions. After the class discussion among pupils, comes the recitation with topics—one for each paragraph given in the text.
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In a recent test given to the Freshmen of Amherst College it was revealed how very poverty stricken our high school curriculums are in courses on current topics, citizenship and American Government. Robert Phillips, the author of the article, says, “We need to develop early in the schools a permanent interest in public problems. The lessons growing out of the war and its aftermath are pointing unmistakably that way.”

Adapted from “Education,” April, 1920.

“The School Review” for May carries an article on Junior High Mathematics written by E. R. Breslich of the University of Chicago. Briefly he states that the first six years of school life are sufficient to ground a pupil thoroughly in the fundamentals of Mathematics. “The real problem is to plan a course which will meet the dormant interest and mental capacity of children during a certain period of growth which begins at about the twelfth year—

a point where genuine education can begin—where the individual becomes adjustable to modern civilization. Assuming that our interpretation of the Junior High School period is correct, and that this is a period of experience getting, this experience should extend over the whole field of elementary mathematics, arithmetic, algebra, geometry, and even trigonometry. All of these subjects contain simple facts which can easily be mastered by the twelve year old pupil."

No Junior High School Mathematics teacher should miss the article, of which this is of necessity so brief a summary.

An article which might interest Ninth Grade teachers of a Junior High School is "Can High School Freshmen Spell?" by Clarence Carback, in "Current Education" for April. It is an article written as a result of an experiment with High School boys.

He says, "The results would seem to justify in part at least the teachers of elementary schools in their position that on the whole the boys graduating from their schools will be able to comply with the social demands of written composition that most of them will be forced to meet."